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ABSTRACT

This document reports on a "charrette" held in Phoenix, Arizona aimed at helping community colleges initiate and implement programs and services to solve problems facing women students. A "charrette" is defined as a working conference which includes an intensive effort to complete a project. Teams of one administrator and one faculty member from various community colleges participated in the three-day event, and each team had as its goal the preparation of a shortterm program to be implemented the next year and a long term program which might take two to three years to implement. Evaluation showed that the conference was enormously effective and productive. All college teams left with short-range and long-range programs for their particular schools and communities. The report details the events of the three days and summarizes the work done by the teams participating. (Author/PC)

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MULTIPLE ROLES
IN
CONTEMPORARY SOCIETY
WHAT ARE THE CHOICES?

A Charrette

February 26, 27 and 28, 1975 – Phoenix, Arizona

Sponsored by:
Phoenix College of the Maricopa County Community College District and the Arizona Department of Education, Vocational Division, Home Economics Services

Endorsed by:
The League for Innovation in Community and Junior Colleges, and the American Association of Women in Community and Junior Colleges, a Council of AACJC

A Report Compiled By Maggie Eitzen — March 1975

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INTRODUCTION

What The Charrette Was

Too many conferences discuss needs, point out challenges, and send participants home with food for thought but little else. A "charrette," however, is a working conference with a final intensive effort to finish a project. Each attendant leaves with a program designed to answer specific needs and solve individual problems for his or her institution.

Phoenix College, of the Maricopa County Community College District, and the Arizona Department of Education, Vocational Division, Home Economics Service, sponsored the Charrette, "Multiple Roles in Contemporary Society — What Are the Choices?", February 26, 27, and 28, 1975, in Phoenix, Arizona. This unique conference for community and junior college educators was endorsed by the League For Innovation In Community And Junior Colleges, and the American Association of Women in Community and Junior Colleges (a Council of AACJC).

Evaluation shows that the Charrette was enormously effective and productive. All college teams, and individual college representatives who took part, left with short-range and long-range programs for their particular schools and communities.

Why It Was Held

Educators know that women today fulfill multiple roles in our contemporary society in rapidly increasing numbers. Ninety per cent of American women will be employed at some time during their lives; many simultaneously, will perform as wives and mothers. What choices do these women have to select jobs or careers they are suited for and will be happy in?

Guidance and programs to help young women leaving high school and more mature women re-entering the job market to make wise, essential decisions affecting their intellectual, emotional, and financial futures are inexcuseably inadequate.

Because community and junior colleges are "people" rather than "curriculum" oriented, and because one of their functions is to adapt to fill the needs of the areas they serve, these institutions are ideal places to innovate programs and services to solve problems facing this growing segment of our population. With this knowledge, the Conference Coordinator and Chairperson invited teams of one administrator and one faculty member from various community colleges to participate in the three-day Charrette. Each team had as its goal the preparation of a short-term program to be implemented next year, and a long-term program which might take two-to-three years to implement.

How It Functioned

Teams were grouped in units of ten or twelve members for greater effectiveness, with two group leaders assigned to each unit. Group leaders functioned as guides during discussions and deliberations, and helped individual teams develop plans and projects. They also assisted in work with individual programs, made sure that each team developed plans, and helped teams to get reactions from students attending the conference — as a reminder that the programs are, after all, for students.

On the first morning, Charrette speakers and presentations challenged and sparked ideas for programs. That afternoon the teams met in assigned groups for general discussion and preliminary planning. By the end of the first afternoon, each team had a general idea or plan for its program.

On the second morning, the groups met for further planning and discussion. Luncheon featured speaker Dr. Bernice Sandler, Executive Associate with the Association of American Colleges, and Director of the Project on the Status and Education of Women, funded by Carnegie, Danforth and the Exxon Education Foundations. After responding enthusiastically to her warm, witty and inspiring talk, teams completed planning and writing programs, which were turned in for typing and review by consultants.

On the last morning, the participants summarized the work done by the teams for presentation to the entire membership of the Charrette. Each participant was asked to fill out an evaluation sheet. One person from each team was identified as a volunteer to react in the future and provide feedback on both short-term and long-term programs.

The conference concluded with a luncheon and speech by Carolyn Warner, Arizona State Superintendent of Public Instruction, on such a high note that many participants were reluctant to see the Charrette come to an end. Written comments included:

"The *most* profitable conference I've attended."

"Can't say enough about the good vibes and productiveness of this conference. Enjoyed meeting many good people — women and men. The staff who put on this conference deserves all sorts of rewards, praises, kudos and thanks."

"T'was a beautiful conference."

And "Thanks for allowing me to participate!"

Success Factors

Three elements of the Charrette which contributed most to inspiring this enthusiastic response from the participants were the program, the working aids provided, and the opportunity for involvement and concrete accomplishment.

PROGRAM CHALLENGES

Vocational Education

Eugene L. Dorr, Associate Superintendent for Career Education and Director of Vocational Education, Arizona State Department of Public Instruction; introduced by Chairperson Dr. Mildred Bulpitt, Dean of Continuing Education and Community Services of Phoenix College; opened the Charrette program, welcoming the participants to Phoenix. Mr. Dorr challenged the group to "view the big picture, not the small," and to consider that "vocational education will play a major part in education in the future."

The Charrette would produce results, he said, because of the method of conducting the conference. His three "descriptors" are: *challenge* — from the speakers; *involvement* — from the program format with people; and *results* — from the participants who are provided opportunities to solve problems.

Mr. Dorr said enrollment in vocational education is growing faster proportionately than the population in Arizona. Vocational education offers a "continuum" of opportunity; students of all ages come back as their needs change to upgrade their skills, and to be able to do a better job. He suggested "employability" as a goal of education.

Federal vocational funds can be used as "seed money" for innovative plans. Start them, evaluate them, cut off the seed funding and let on-going funding handle them, and move to modify programs again.

Twelve areas suggested to the group in which they might do things differently and use innovative planning were:

1. population need analysis
2. job market need analysis
3. job performance analysis
4. curriculum resources and ancillary services
5. program planning
6. program review
7. vocational education promotion
8. student recruitment
9. guidance and counseling
10. vocational instruction equipment
11. job placement
12. evaluation

These twelve items provide, in vocational education, a mechanism for change, so that the Charrette participants as "change agents" may use them to do things differently and more effectively.

Mature Women Students

Virginia Dobbs, Associate Dean of Instruction for Technical and Occupational Programs, Eastfield College, Mesquite, Texas, focused on the mature woman returning to higher education in her Keynote Presentation.

Four hundred thousand women over 35 entered college last year, Mrs. Dobbs said, and this kind of increasing demand calls for the development of specialized continuing education programs for women. Because the number of women in higher education has doubled in the past ten years, and 32 million women now currently employed make up 38 percent of our labor force, women are attracted to community colleges in greater and greater numbers.

But are community colleges attracted to these women?

Because community colleges are student-centered, they should be ideal places for more mature women to enter or re-enter higher education while continuing with family responsibilities. Do counselors need more information on special needs and unique problems of this group?

Many of these women are seeking self-identity, have low self-esteem, lack aggressiveness, and have preconceived ideas of how difficult college is. Our colleges can offer help, but proper counseling is necessary.

"Women are going to go back to school in spite of us," Mrs. Dobbs said, "I'd like them to go back *because* of us!"

Woman: Her Future in the Community College

A thought-provoking, fast-moving slide-tape program was presented by Nicki Haynes, Interim President, Everett Community College, Everett, Washington. The unit was produced by the American Association of Women in Community and Junior Colleges, and can be ordered for

Mrs. Carolyn Warner, luncheon speaker.

sale through Ms. Haynes.

The message of "Woman: Her Future in the Community College," is that special programs and additional services are required if women are to be enabled to attain their educational goals.

Again it was pointed out that today, women's roles have new awareness, purpose and responsibilities. Nine out of ten women enter the job market and the average American woman will work for 25 years of her life or longer. Although community colleges are responding to the women's movement, there is a major need for changing attitudes of counselors, faculty and administrators from traditional thinking.

Community colleges should not do things *for* women — this only reinforces their dependence, which is the basic problem. The role of the community college is to facilitate and help women to do the things *they* want to do.

Child development centers are essential for mothers of small children. More than most returning students, women need financial assistance, especially since the number of women as heads of households is increasing. Counseling centers where academic, professional and personal advice from sympathetic women is available are another need.

The dilemma of women mentally and physically untrained to lead fulfilling, useful and varied lives must be understood and countered by educational institutions. It would be a tragic waste for our future society if this untapped potential remains undeveloped.

Student Panel

Reaction to the student panel as an effective device in the program for describing educational needs of women students was demonstrated by participants' comments:

"Great idea!"

"Very worthwhile."

"Very effective — we shall steal this form of presentation for in-service programs."

"Very effective device."

And "That's what it's all about!"

The student panel, moderated by Eileen Rossi, Professor of English, San Francisco City College; and Dr. Lois Farone, Chairwoman of the Home Economics Department at Phoenix College; heightened the group's awareness of the concerns of returning women students and confronted the planners with reality. These students daily face the theme of the conference, "Multiple Roles In Contemporary Society."

Lilia Bumbullis was motivated to return to education after a short interval between high school and college. Although she isn't sure what she will be doing with her life, she knows that she will probably work for more than 25 years, and that she "doesn't want to be a key punch operator." Lilia wants to "make my 25 years count." She wants a family and children, but she also wants to be taken seriously as a student.

Lilia feels frequently that she isn't taken seriously in a college which allots $77,000 for male athletics, and $19,000 for female athletics. She feels that her textbooks, and many teachers and fellow students, are sexist. Lilia says the language of teachers affects students, and wants more females as guides and models to show her what she *can* be.

In Lilia's opinion, educators should change their attitudes, and ban sexism by using speakers, films, and tapes that are unprejudiced. "Educators should see students as individuals."

Joan Tease dreamed of earning an AA degree for many years while she was traveling with a military husband. She was motivated to return to school by pressure from her son and encouragement from her husband.

Although Joan says AWARE (Association for Women's Active Return to Education) "really helped and started me out," she is still not sure where she is going or exactly what she is going to do. Joan feels women need encouragement to take harder subjects and carry more credits; guidelines from others besides counselors are needed. She is a peer counselor to other students and believes "everyone must take a share in helping."

Joan sees a need for consciousness raising among educators. "Everyone must cooperate — teachers, administrators, as well as counselors — to satisfy students," she says.

Amy Artis is a forty year old business woman who returned to school because she felt a need for general education. When she was left with children to support she had no high school diploma and no skills. Her choice of training seemed to lie between becoming a secretary or a nurse. Amy completed two years of business college, and eventually remarried. Her husband is very supportive and urged her to finish high school and return to college.

Although there are still problems, the rewards have been great for Amy. She has become aware of herself as a person, she realizes that she *does* have potential, and she knows that she wants a career — not a job. She relates better to her children, and has an understanding of their problems with education.

Amy feels her return to higher education was traumatic. There was no one for her to relate to, programs were all geared to the younger student, and some educators regarded an older woman on campus as a joke. "Older women need training in assertiveness," she says. She has need for more realistic goals. "I need something I can see in the immediate future, as well as long-range goals."

Amy asks educators how they see older women returning to school. Can they relate? What programs are relevant, and what are they going to do about these problems?

Muriel Small is atypical. She is over fifty, has a daughter who is a freshman on her campus, a teen-age son beginning high school, eight grandchildren, and is president of her college student body.

Muriel was instrumental in developing a GED program in a small, local community school. The night she was awarded her GED certificate she was also presented with a Fellowship to Arizona State University. As a military wife who had travelled and lived abroad, she was entitled to Veterans' benefits, and decided to use them to begin studies at Phoenix College.

Muriel says she hasn't been hindered by a low self concept because "if a door is just slightly ajar, I immediately kick it open!" But she does feel her campus needs more programs for women. The greatest need, she says, is for an information center which incorporates all information about all programs in one immediate area.

"Our students want to be cared *about*, not for," she says, "and the stress should be on individual involvement with each individual caring about the next guy. Educators

should be enlightened at the elementary and high school levels — we need education from the cradle to the grave."

Orientation

With the participants stimulated and encouraged by the speakers and presentations, Dr. Johanna Prather, Acting Dean of Admissions and Records at Phoenix College, gave an orientation to the conference design.

She stressed that the idea behind the conference was *active participation* — rather than listening; and the purpose of the Charrette was "to prepare a program for *your* college." All of the people present, together, had sufficient expertise to design programs to enhance the development of individuals and help them fulfill multiple roles.

Dr. Prather defined "multiple roles" as both men and women doing things — fulfilling roles — beyond the traditional ones. She said the term "multiple roles" also means each individual being able to take on new roles and being able to accept others in new and different roles.

She explained how the Charrette would proceed during the remainder of the three days, and introduced the conference staff.

WORKING AIDS

Group Leaders

"Our group leaders were excellent resources in themselves for our needs," and "Used group leaders as resource people," were comments of many participants. Generally, one group leader got discussions going, and the other summarized, reviewed, recapped, and kept the group on the topic under discussion.

Consultants

The consultants, experts in many areas related to multiple roles, were utilized appreciatively:

"Obviously capable."

"Without them factual information needed would not have been available."

"Counselor's expertise was amazing!"

"Very helpful."

"Outstanding job."

"Excellent idea — knowledgeable, enthusiastic, and willing to serve."

"Would have used more — if available."

And "Excellent assistance."

One or two members felt that more consultants could have been used:

"Would have used more if available."

"Made use of consultants but used other participants and resource people."

"Assigned consultant, although obviously very capable, was too busy herself to give as much assistance when we needed it as we hoped for."

"Some very helpful and supportive — others at times seemed indifferent — impatient."

The consultants decided, as their individual project, to produce a packet so that anyone (even those who have never put together a conference) could conduct a Charrette on an unspecified topic, similar in procedure to the one presented in February in Phoenix.

The packet would contain basic information (on topics such as funding, for example), technical assistance, resource materials, and persons available for individual conferences.

Library

The majority of workers used the library provided for the Charrette. Those who didn't, gave "lack of time" as the reason. Available were:

Reports
Books
Pamphlets
Magazines
Journals
And materials in folders on many subjects including:
- funding
- health
- re-entry programs
- guidance and counseling
- conferences and workshops
- continuing education
- community resources
- careers
- child care
- affirmative action
- bibliographies

and others. Requests for information about publications available during the conference may be sent to either the Charrette Coordinator or Chairperson.

Other Aids

Typewriters and telephones were available, as was student and staff help. For those who needed it, there was access to duplicating machines.

DR. SANDLER

During the second day, the only break in the working sessions was the luncheon featuring Dr. Bernice Sandler as speaker. Dr. Sandler, an Executive Associate with the Association of American Colleges, is director of the Project on the Status and Education of Women. She served as Deputy Director of the Women's Action Program at HEW, and worked as an education specialist for the U.S. House of Representatives' Special Subcommittee on Education.

Formerly head of the Action Committee for Federal Contract Compliance of the Women's Equity Action League, she has testified before numerous Congressional Committees. She also served as a consultant to the Department of Labor in the development of the Government's guidelines for affirmative action plans.

Working session with consultant.

Dr. Sandler has functioned in "multiple roles." She is married and is the mother of two children. She was a Visiting Lecturer at the University of Maryland, taught psychology at Mount Vernon Junior College, served as a psychologist at HEW, has been a research assistant, nursery school teacher, employment counselor, adult education instructor, and "like many women" — a secretary.

She served on the Advisory Committee on the Economic Role of Women to the President's Council of Economic Advisors, was awarded three honorary doctorates, and was the recipient of the 1974 Athena Award given by the Intercollegiate Association of Women Students.

These qualifications, plus her congenial manner and winning sense of humor, made her a popular, as well as impressive and informative speaker. Among the complimentary comments was, "She especially complimented the general topic of the conference. Sandler could have been keynoter."

Dr. Sandler's talk, "Women In Academe: It Doesn't Have To Hurt To Be A Woman In Labor," pointed out that although "the problems ahead of us are tremendous," choices have increased because of legislation, awareness, and changes in action in some fields. Many who want changes in policy, practices and behavior, care little whether the changes occur because of laws, or pressure from advocacy groups, or moral commitment.

Many who are ambivalent towards the women's movement are not ambivalent about child care, equal pay, better jobs, health services, higher education, technical training, protection from consumer fraud, fairer treatment by banks and loan offices, justice for women in the courts, and better facilities in prison.

Especially pertinent to the group composing the Charrette is Title IX, covering students and employees at virtually all levels in all educational institutions. The proposed regulations cover admissions, financial aid, student employment, placement, parietal rules, and all areas of student life.

"Academic institutions and the people who run them have a critical choice to make," Dr. Sandler said, "They can end discrimination by being dragged through the courts, kicking and screaming all the way, or they can walk into the future with head up, accepting moral leadership and making the academic community truly a model for the rest of the nation to follow."

Tapes of Dr. Sandler's speech are available through Dean Mildred Bulpitt at Phoenix College at the cost of tape and postage.

IMPROMPTU DRAMA

Immediately following Dr. Sandler's speech, Dr. Margaret Bogan, Curriculum and Research Specialist, Pinal County Community College District, Arizona, announced that a group of counselors had been moved to dramatize, spontaneously, contradictions to the assumption that women automatically support women and women's programs. Three dramatic vignettes, "Queen Bee," "One Ups-Womanship," and "The Unaware Woman Administrator," brought loud applause and much rueful laughter.

SUMMARY OF WORK DONE BY TEAMS

For many reasons (including geographical location, attendance at the Charrette as a single representative of a college, or attendance of several representatives from one school or from an institution with satellite campuses) each report is not necessarily the work of a team of two. For example, the report for Santa Monica College includes teams from Groups I, II, and III; conversely, a team of three in Group III represents Central Arizona College, Arizona Western College, and Lane Community College, Eugene, Oregon; and Los Angeles City College was represented by a "team" of one.

Most teams turned in projects demonstrating depth of study, detail in planning, and extensive expenditure of thought and time. A procedure for feedback by identifying a person from each campus to react in the future and return a written reaction sheet to the Charrette coordinator or chairperson, has been built into the Charrette. A written report of the follow-up from the reaction sheets will be sent to each campus after a suitable interval.

Santa Monica College

Nancy G. Cattell and Veronica Salversen — Group I
Helen B. Emerson and M[illegible]na Hant — Group II
Joan McCabe and Rove[illegible]a Jacobson (Malibu Satellite Campus) — Group III

These teams worked together on the problem of fragmentation of efforts for women. They defined their needs as coordination of many existing programs and activities to avoid duplication and assure all needs of women are met, and innovation in supplementing existing programs.

Short-range goals concerning physical facilities include: moving the tutoring operation to the currently unused women's faculty lounge, moving the Women's Information Center clerical operations to the space currently utilized by tutors, and using the existing Career Counseling Center classrooms for speakers, classes, and the women's lounge.

Other short-range goals include: three non-credit courses; career planning, basic skills, and personal awareness; and two-hour, in-service training in faculty attitudes.

Long-range goals for physical facilities include: converting one end of the present Student Conference Room to a flexible classroom with a movable wall for optional classroom/conference use, or adapting use of the Student Conference Room; and converting the present Career Counseling Center classroom to a Women's Information Center.

Other long-range goals are establishing a core curriculum including English I or basic skills, career planning-psychology, survival skills — psychology, psychology I, speech I, science or math, psychology 3, U.S. history, and personal awareness.

In counseling, long-range goals are special orientation sessions and a buddy system at registration. Still other goals are seminars and lectures on special subjects.

Maricopa Technical Community College

Donald H. Bilse and Patricia A. Bradley — Group I

This team determined over-all objectives to: encourage women to explore the world of work, develop programs to meet the needs of mature women, develop support services for mature women students, and evaluate the effectiveness of these programs.

Short-range goals are to: coordinate a Re-entry Program with descriptive pamphlet, develop an AWARE chapter, begin peer counseling, develop a seminar for study skills; and coordinate courses — New Horizons for Women, Personal Resources Assessment, and Women and Society.

Their long-range goals are to: develop a child care center, establish a community outreach program, survey community needs, expand courses for women based on expressed needs of community.

City College of San Francisco

Edna Pope and Diane Fairchild — Group I

The objective of this team is to assess the educational program and services needs of the mature San Francisco woman.

As a short-term project they propose: investigating the desire of the Adult Division to participate in developing and carrying out the assignment, developing instruments that could be used as both a questionnaire and an interview tool, evaluating the community and student enrollment to choose the best means to reach various ethnic and socio-economic groups, establishing the target areas for assessment, establishing dates for implementation and completion, implementing gathering the data, analyzing and interpreting the data, and recommending action.

Their long-range goal is a proposal for a district wide Coordinator of Women's Programs.

Pima Community College — West Campus

Lucille Parks, Jamie Trainer, Constance Howard, and Flame Vallentine — Group I

This team's short-range goals are to: conduct a needs assessment by investigating national and local research, the Women's Bureau, the national YWCA Women's Resource Center, professional journals, other educational institutions, and the Tucson community; design a model for comprehensive coordinated Women's Program (rough draft completed); identify and coordinate present activities, courses, and services specifically designed for women; develop new course (Self Assessment for Women — on a pilot basis; Assertive Training — summer grant submitted) for fall, 1975; and engage in activities to raise

consciousness toward women by using a brochure, questionnaire, slide presentation and an AEA filmstrip trainer.

Long-range goals are: designing a comprehensive coordinated district program for women, applying for grants where available, developing a time schedule for implementation of program aspects, and assigning responsibility and implementation for program aspects. The team worked out a definitive program of 13 major points for the coordinator of this program.

Pima Community College — Downtown Campus

Ralph Wahrer and Mary Macon — Group II

The team determined a need for their project because the Downtown campus of the Pima Community College does not offer any courses or services specifically designed to assist women in re-entering the work force through education.

Their short-term goal is to design, organize and operate a workshop for women by: providing career information to help women set attainable goals for training programs and employment to fit individual needs; providing opportunities to develop insight into family and personal adjustments that may arise upon re-entry into education and employment; making available information about training opportunities to facilitate re-entry into education and employment; and presenting information for awareness of the changes in the status of women and their legal rights, to utilize effectively these changes in re-entering education and the labor market.

The team's statement of activities is: the task force appointed by the dean will recruit, select, and organize an advisory council representing the legal profession, women's organizations, news media, churches, government, business, labor, and education involving 20 hours of personnel time by May 15, 1975. The task force, with appointed staff members will: survey the Tucson community for volunteer experts in career information, personal adjustment problems, legal problems and the status of women before June 1; present an agenda utilizing the volunteer talent pool before July 1; plan publicity to reach a cross section of Tucson women by July 15; conduct a workshop on career re-entry through education in October; and complete an evaluation of the activities and outcomes of the workshop in terms of ongoing services for women on campus by November 1.

The team's long-range goal is to identify and provide for specific needs of women entering the labor market through education by assessing needs of women for successful job re-entry. Their statement of activities is: determine method of assessment, determine internal and community resources for survey, determine utilization of resources, develop plan for survey, and write a post-survey report making recommendations; raise consciousness level by organizing and conducting a one-day workshop in January through the task force; and provide for alternative learning activities by conducting a four-week workshop with an outside consultant to help instructional staff to prepare individualized programs in June, 1976; have each faculty member establish and publish two methods of meeting the objectives (structured programs and flexible entry) for course completion by September 15, 1976.

San Diego City College

Altha Williams — Group I

The purpose of this project is to provide personal and academic services to women, with financial assistance as necessary. The continuous project goal is to gain support, assistance and cooperation of the college staff and administration, and of the college district to effectively initiate and maintain a Women's Re-entry Program.

These are both the short-range and long-range goals as appropriate: meet with men in student activities, student services, EOP program, and Dean of Student Personnel, to point out advantages of project; confer with faculty members — men and women — to describe project, request assistance, support, and suggestions; contact YWCA volunteers from other programs to meet with women involved on campus; involve students and residents as advisors and participants in planning and implementation; request more shared responsibility in implementing the affirmative action program, and increased staff awareness and involvement; seek help in forming coalition with women and minorities, and increased support of male staff; request formal assistance in proposal writing and information on funding sources; and review total plans with President's cabinet after conference with President.

San Jose City College

Guadalupe Hernandez and Marti Kendall — Group II

The short-term objectives of the Division of Women's Programs proposed by this team are to: provide a comprehensive program to organize fragmented curriculum and services, encourage women considering non-traditional vocations, provide counseling for vocational, emotional and financial problems; recruit women who are seeking nontraditional education, of minority status and any culture, economically and educationally disadvantaged, heads of households, or seeking new direction for occupational or educational aims; orient students to school and to college procedures, provide a supportive educational atmosphere, and provide information about newly-developing options.

The team's long-range goals are to: decrease the attrition rate of nontraditional mature women students, improve the student's self-image and encourage definition of self motivated occupational, career, and educational goals; help women reach out for opportunities in a changing society, coordinate Women's Programs with the campus, community and other institutions, provide a successful and continuing program of equal post-secondary educational opportunity, encourage the student to strive for positive interaction between self and others, encourage enrolled students to recruit new students for Women's Programs, encourage senior citizens to take advantage of courses and services.

The team's statement of activities is: a chairperson of the Division of Women's Programs, directly responsible to the Dean of Vocational Education, will teach a counseling or sociology course aimed at women's needs. She will structure, administer, and develop systems for problem solving; and be responsible for publicity, recruiting and outreach, screening and orientation of students, coordination with course development and instruction, re-entry, non-traditional career counseling, tutoring, peer counsel-

ing and work study; work with consultants and other institutions, serving as a liason with community organizations, agencies and groups; and helping students and staff to develop and utilize services and skills.

A coordinator for re-entry will coordinate instruction of block courses, screen applicants, interview and lead selection committee, offer information about and referral to financial aid, child care, academic and personal counseling, and provide special registration and orientation to incoming students.

A vocational education counselor will teach a course in career planning, counsel students about affirmative action, nontraditional careers for women, and job opportunities; provide methods of self-appraisal through testing, assist students in setting vocational goals and preparing course schedules, and help in job placement.

A course coordinator will coordinate courses from various areas which reflect expanding roles of women, disseminate information about these courses, avoid overlap and bridge gaps. She will encourage planning of courses demanded by students when merited, and aid in their development; and she will function as a resource for instructors providing recently available information.

This team also worked out a budget for their project.

Palomar College

Gene Jackson and Martha Lehr — Group II

This team devised a project particularly intended for women who would not otherwise attend Palomar College, and to enable women to exercise their full academic potential.

Their first short-range goal is to establish a full-time, 12 month, certificated position to coordinate and direct existing programs, with half of this person's responsibilities in the general area of supportive services for women; the second major area of responsibility in instruction, and the third, relating to women's athletic activities. The coordinator-director will also provide necessary leadership in developing or enlarging existing programs.

The second short-range goal is to offer the re-entry block of courses on an expanded scale — specifically to both day and evening students in the summer session.

Long-range goals are to: provide integrated direction for programs already existing at Palomar College; provide direction for future development of a comprehensive program of courses, activities and services for women; and to establish a child care center separate from the existing Child Development Laboratory, but with cooperative exchange of resources when possible and if desirable.

This team worked out requirements for approval of their project, necessary instructional time, and other cooperation required.

Central Piedmont Community College

Muriel Vollum and Irene Honeycutt — Group II

The goal of this team is to take initial steps leading toward an integrated comprehensive program designed to meet the needs of women. Their short-range objectives are to: explore possibility of establishing a small experimental peer counseling project for re-entry women; initiate special recruiting activities for women — both for re-entry and

Dr. Bernice Sandler

new students — using staff speakers in the community, counselors in the high schools, an orientation workshop for women considering re-entry, and analyzing data from a community survey taken in the fall of '75 in terms of sex to determine interests and needs of women; compile a description of resource materials available on campus and publicize these on and off campus; offer at least one weekend awareness workshop; and identify those on campus constituting a support group and determine activities which can be undertaken.

Long-range objectives are to: develop a mediated program designed for use in recruiting women students; maximize opportunities for faculty and staff women to develop their own potential; provide counseling services, particularly to meet acute need for support common to the nature of the re-entry student; provide within the new Career Guidance Center a focus on career guidance information for women, and individual and group sessions specifically for women; and offer ongoing weekend workshops on awareness covering a wide range of topics.

Phoenix College

Avis Agin and Steve Carson — Group III

This team's first objective is awareness training for male and female faculty through small impact groups conducted by a concerned administration, faculty and students; in order to make faculty, students, and administrators aware of the needs and problems of mature women; and to suggest and discuss changes in instructional content approach appropriate to the needs of mature women

students.

Their second objective is a student orientation program to provide registration assistance, and to conduct small group orientation for re-entry students on college programs, advisement, registration, counseling, financial aids, child care, and other services.

Implementation plans include establishing a steering committee with a selected director to facilitate the program by planning and defining awareness groups to be reached, plans for conducting group meetings, and organizing an orientation program to meet the needs of re-entry women students — including special group and individual advisement and registration assistance.

The team determined that their project needs a director, a secretarial helper, supplies, printed materials, and postage. Educational Development Funds are a possible source of money.

Big Bend Community College

Fort Steilacoom Community College

Pacific Lutheran University

State Board for Community College Education, Olympia

Florence Fukishima and Marilyn Mizer — Group III
Athyleen Nicholson, Charles A. Peterson, Harold Heiner — Group V

The goal of this team is to establish a working entity to meet the recognized needs for expanding horizons for women in the State of Washington.

Short-range objectives are to develop and present regional in-service programs for personnel in community colleges through staff, counselors, faculty, and others.

Long-range objectives are to develop and implement statewide regional women's resource centers at community colleges throughout the state. Activities of the centers will include: job market analyses, development of an outreach recruitment program, financial aid assistance, career guidance, job placement, proposal writing, developing a mobile classroom, promoting awareness of sex discrimination in colleges and universities, and workshops on women and the law.

The team will solicit the advice, cooperation, and support of the State Board for Community College Education, the Coordinating Council for Occupational Education, and the Office of the State Superintendent of Instruction.

College of Marin

Diane J. Wickstrom and Dianne McMain — Group III

This team's short-range goal is special student curricula and services coordination. Their problems include: lack of time for interested staff to develop means to coordinate curricula and services necessary to best serve special student populations now being attracted to campus; lack of money and other reward systems necessary to provide expertise and interest on the part of the staff; and lack of support from various college segments related to the lack of awareness to needs of special student populations.

Possible solutions on a time flow basis are: establishment of an R & D Committee (Advisory Council) directly responsible to the college president composed of administrators responsible for curriculum development, budget, funding, and facilities; faculty representing a broad segment of instruction; students, mainstream and special; and classified staff representing all service areas; and establishment of reward system for staff participation in the development of special student population in-service programs and program coordination; planning "process curricula" for special students; and development of a communication system and coordinating structure to provide access to existing and future support services for special student populations — for all staff. This last would include identification of available services and resources, broad publicity, frequent well-publicized meetings for review-sharing, assessment, and future planning.

The team's long-range objective is total staff development to achieve awareness and sensitivity to the needs, characteristics, problems and strengths of special student populations, and provide necessary resources to update and develop course material. Their problems are: lack of knowledge of special student populations; lack of knowledge of processes and methods to better meet special students needs; lack of knowledge of available campus resources; lack of communication between segments of the college; and lack of time, money, incentives and resources for development of curriculum.

Solutions are to: identify needs of total campus community; implement staff development programs based on needs with long-term goals in mind; provide incentives and rewards for participation through released time, stipends, credits for salary purposes, overload/overtime pay, fellowships, accumulated release time credit, summer fellowships, and special campus-wide awards/recognition system; develop a staff development program including these features on special students: "who are we?", "what does it feel like?", "the put-down process", "now how does it feel?", task groups to identify problems individually and collectively — and propose solutions, resources here and abroad, and "where do we go from here?"

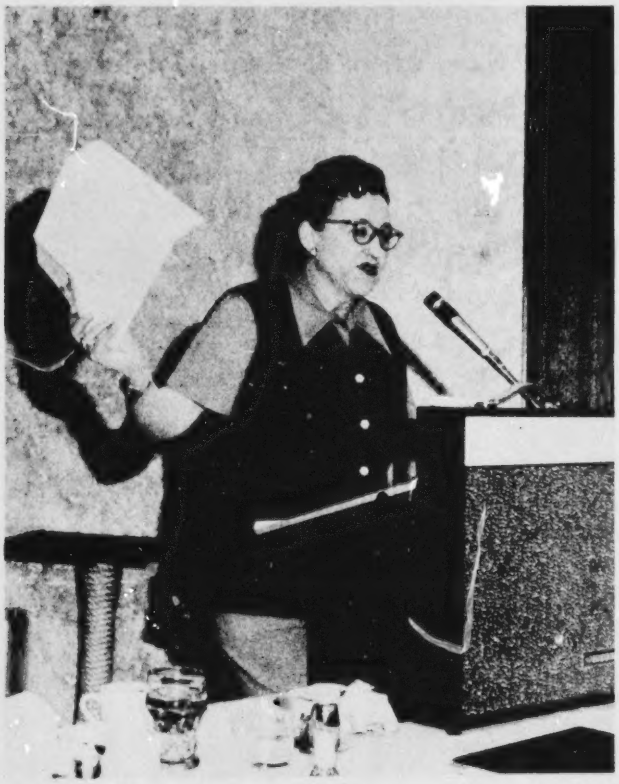
Central Arizona College

Arizona Western College

Lane Community College

Jacque Frey, Mary Jane Stanford, Naomi Soules — Group III

The goal of this team is development of a program of services and curriculum appropriate to the needs of the re-entry student. Their first objective is to assess the need — by collecting data at national and state levels (assessing local needs by establishing an advisory council including representation of key campus personnel to make a survey), and orienting the advisory council to the current status of efforts for re-entry students at other community colleges and needs of re-entry students based on national and state data (the advisory council will identify local needs); implementing survey procedures; analyzing survey data and summarizing and reviewing results with advisory committee; and defining areas for curriculum and service program development with advisory council and college administration.



Dr. Mildred Bulpitt

The second objective is to plan implementation of the re-entry program by contacting, consulting, and committing resource personnel, agencies, and service programs within the college and community — and documenting and setting up a file on potential resources; designing a program and course descriptions by key campus personnel representing an interdisciplinary approach (employment guidance, on-going counseling, job placement, financial aid, child care services, peer counseling, housing, registration assistance, re-entry center); and presenting program to local college curriculum committee for evaluation and approval.

Scottsdale Community College

Gloria Little and James Waltz — Group IV

The short-range goals of this team are an outreach program, an advisory committee, a Women's Center in temporary quarters, and released time for a Director of Women's Studies.

Their long-range goals are for a slide presentation to be used in outreach, a speakers' bureau, in-service training for faculty, and a permanent Women's Center.

Mt. San Antonio College

Jeanne O'Reilly and Kay Ragan — Group IV

The first short-range goal of this team is to develop a core of courses for women entering or re-entering college to include: a human potentials seminar, basic English, slightly modified with constant reinforcement of positive attitudes and the ability to achieve as motivation and the key to success, career planning and development with exploration of traditional and non-traditional courses for women, women's place in American society — to provide a realistic perspective on women's and men's alternatives, college orientation designed especially for re-entry women, study skills designed to meet individualized needs, biology, and women in American history, Black history, Mexican-American history. Courses strongly recommended for re-entry women are assertiveness training and psychology of women.

Other short-range goals are: a program of services and special activities for re-entry women to be implemented by September, 1975, including Recruitment Day Program, May 10; counseling; Women's Center open house in late summer; telephone in center; soundproofing in Women's Center and addition of a second room; staffing Women's Center by a work study person during morning hours; implementation of a college-wide Women's Re-entry Committee; needs assessment of the community educational services centers and other groups; and usage of the Women's Center with evaluation of services provided to women entering last year under the Women's Day efforts.

The team's first long-range goal is to collect data about full-time, part-time, male-female students; male-female student age range; unmet needs and who receives financial aids among male and female students; and the marital status and children of students. (Such data will be valuable in developing a funding proposal.)

The second long-range goal is to direct the following needs (to the person assigned to seek funding so that services will be identified well in advance of deadlines) for a Women's Re-entry Coordinator-Teacher, a full-time counselor added to staff, a full-time clerical staff person in the center, soundproofing, additional room for group counseling, carpeting, three couches and five upholstered chairs, a telephone, an electric typewriter, a filing cabinet, and a coffee facility.

The third long-range goal is to offer short term continuous courses in the college's educational service centers designed to meet the needs and interests of ethnic minority women.

Grossmont College

Karen Seal and Terry Volz — Group IV

The first immediate goal of this team is to develop: a re-entry program with an advisory committee of administrators, faculty, classified staff, students, and community members; publicity; an orientation day including former student returnees, a film from the American Personnel Guidance Association, and representatives from admissions to assist students in completing application forms; registration assistance from volunteers and Women's Desk to circulate information about child care, classes and other services; and student Support Rap Groups emanating from the counseling department.

Other immediate goals include: outreach to high schools in conjunction with other women's organizations with programs including films in high school classrooms; in-service training of faculty, administrators, and classified staff; establishing a vehicle for airing student grievances concerning sexism in the classroom; and a full-time coordinator.

Long-range goals include: expanding child care services including infant care, and providing additional facilities to include more children; exploring transferability of Women's Studies classes to San Diego State University; and acquiring a larger facility for Women's Center and adding clerical staff.

Whatcom Community College

Arizona College of Technology

Marvin L. Vasher and Bill Buttery — Group IV

This team selected "Center Attention On Women" as their short-term goal. They determined ten priorities and guidelines for implementing activities which include: selecting college staff to participate, developing theme, securing institutional approval, developing program, securing speakers, securing location, obtaining funding, determining time, publicizing, and evaluation.

Their long-range goal is to establish an area Women's Center. Nine priorities include: selecting group to work on project, "what are others doing?", establishing goals and objectives, discovering laws governing project, location, securing institutional approval, securing funding, publicizing, and establishing a system of evaluation.

Southeast Community College

Judith Amber and Sharon Waldo — Group IV

The short-term project for this team is to develop the format for a Women's Orientation Day to be held in early September. Goals are to: publicize through all possible media, create an awareness of both credit and non-credit courses by speakers, slide tape presentation, displays, mini demonstrations and talks and student dramatizations; disseminate course descriptions, surveys, brochures and pamphlets; have available counselors and others to provide one-to-one contact for women seeking direction; obtain information on areas of interest for future planning and profile data; make available pre-registration; and provide refreshments and allow for social interchange.

The long-range objective is to develop a format for on-going series of non-credit courses for the Women's Studies section of the general Community Services program. Procedures will include: forming an Advisory Committee of representatives in four course areas, plus representatives of the college administration and faculty; needs assessment to meet general and specific identity needs and interests — the tabulated results will be evaluated by the Advisory Committee and serve as a basis for future curriculum planning; and a delivery system for learning experiences through classes, workshops, seminars, symposiums, television presentations and informal rap groups.

The suggested courses are: "Women In The World Of Work" — women in management, girl Friday course for secretaries, the executive wife, office communications, TA on the job, and career opportunities; "Women In Community Services" — organizational leadership (how to develop and use it), volunteering, and environmental concerns for a woman and her family; "Women In Transition" — self-actualization, assertiveness training, TA for everyday life, woman's world — man's world (tying the knot), the woman alone — hassles and hopes, and the challenges of aging; "Women In Multiple Roles" — legal rights of women, home management for the working woman, effective parenting, child care arrangements, and communicating with the family.

Changes will be forthcoming as indicated by on-going evaluation by the staff, advisory committee, and participants.

College of the Desert

Lance Read and Barbara McFadyen — Group V

The short-range goal of this team is to inform the college community of the concerns and rights of women and ways to respond to these needs by raising the level of consciousness of the faculty, staff and administration through: reporting on the Phoenix conference to the Advisory Committee for Women; formulating and implementing the affirmative action plan; stimulating consciousness by articles in "The Chaparral," short presentations at Faculty Association meetings, reports on opportunities for participation in women's programs such as the Cerritos Conference in April; block scheduling for fall semester to facilitate courses for women; summer re-entry orientation class for women; reviewing teaching materials for sexist content; centralizing information of women's resources in one location as a prelude to establishing a women's center; and establishing a community advisory committee for women.

The long-range goal is to raise the consciousness of women in the community to perceive opportunities by contact with the college classes and programs. This will be done by: developing women's studies courses, developing curricular information about women to be included in traditional courses, designating a coordinator for women's programs, and planning additional activities to fulfill these goals — especially to examine opportunities for federal or state funding.

Mesa Community College

Roger Worsley and Rose Pfefferbaum — Group V

The short-range goal of this team is to secure more data describing their female population by a female student profile of those currently enrolled including: age, marital status, ethnic origin, religious preference, income level, number of children, employment history, education level, college major, number of credits in current semester, day or evening student, grade point average, involvement in re-entry courses, extra-curricular activities on and off campus, utilization of college services, and requested or needed services; and a female student profile of those *not* currently enrolled including: age, marital status, ethnic origin, religious preference, income level, number of children, employment history, education level, availability of transportation, commitment to other organizations, awareness of available services, utilization of college services (and in what capacity), requested or needed services, and inhibitors to involvement.

Activities for summer, 1975, include securing funding through Title I, Educational Development Project, Professional Growth Project, district funding and released time; as well as developing a survey instrument and target area identification.

Activities for fall semester, 1975, will identify student

volunteers, pretest instrument, refine instrument, conduct the survey, tabulate data, analyze data, and prepare a written report of survey results.

Activities for spring semester, 1976, will be dissemination of survey results and curriculum and program development based on survey results in conjunction with faculty and administration.

Rio Hondo College

Cerritos College

Robert Becker and Connie Mantz — Group V

The objectives of this team are to annually increase the registration of non-attending women, and the enrollment of attending women students, in non-traditional academic and vocational programs, by 10 per cent of the discrepancy between the previous year's registration or enrollment and 100 per cent.

To increase the registration of non-attending women they propose to: establish a post-summer "high risk student" program for recruited females, and a women's program advisory committee of non-attending women, to develop non-traditional techniques of recruiting through all available means, to hire or train a counselor for women's needs, to develop one-to-one recruiting programs using attending women students, to establish the position of a Women's Programs Coordinator, to develop special recruitment material, and to review existing material for sexist bias.

To increase the enrollment of attending women they propose to: hand out and collect a needs assessments survey in classes, form advisory committees of attending women students, have involvement and exchanges with other collegiate institutions, use faculty in-service classes in women's awareness, develop peer counseling of first year women by second year women, sponsor "rap sessions" between women students and successful women faculty and business leaders, form "couples" classes, have women's involvement in all standing committees and councils with voting membership, establish formal organization for mature women, utilize "Aware/Now" reporter and space in college newspaper, obtain counselor trained and involved in women's studies and related activities, establish position of Women's Program Coordinator, and develop a working relationship between Women's Programs and Cooperative Worker Experience Coordinators.

This team developed an effective "Time Line" schedule.

Week of

March 3 Obtain informed administrative and advisory committee approval

March 10 Revise and obtain formal administrative approval

March 17 Develop block schedules for post-summer and fall with the several department chairmen
Contact Academic Affairs re: schedule procedures
Contact Occupational Education and Counseling re: their input and support

March 24 Establish needs assessment program with Research Section or Marketing instructor
Establish contact with Coop. Work Experience Coordinator re: relationship to Women's programs

March 31 Complete development of sound/slide presentation
Turn in completed schedules for summer post-session and fall to academic affairs

April 7 Contact local TV, radio and newspapers re: PR program

April 14 Review existing recruiting material for sexist bias
Develop new recruiting material

April 21 Complete plans and preparations for Women's Conference April 23-26

April 28 Wrap up of post conference details

May 5 Place peer-counseling training institute for attending mature women students in preparation for post-summer transition institute for entering women

May 12 Survey interest and accept application for peer counseling class (above) Interviews as necessary. Possibly one afternoon or evening meeting.

May 19 Review data from needs assessment survey and revise curricular plans as necessary

May 26 Contact local adult centers, shopping centers, theaters offering "free" morning movies, beauty parlors, parks and recreation facilities, mobile home park operators — re: recruitment of mature women as students.
Establish feasibility of using campus or community vehicles and/or trailers for recruiting in shopping centers.

June 2 Supervise registration of summer session classes

June 9 Finalize and make task assignments for final PR recruitment program.

June 16 End of semester

June 23 Summer session class on peer counseling. Assign students to recruiting tasks.

August 4 Convenience post summer sessions for newly recruited mature females in transition.

Los Angeles City College

Dorothy Hata — Group V

This project proposes to: restructure the advisory committee to increase awareness and include women in the media, political action groups, and members of service organizations; develop brochures and flyers in English and bi-lingual modes to distribute in shopping centers, libraries, and wherever groups meet; develop non-threatening announcements for the schedule of classes and community services calendar; utilize the MAC van to recruit students in shopping centers; develop a slide-tape presentation and contact PTA program chairmen, service organizations, and the MAC van; continue to promote outreach classes — both credit and non-credit; continue to develop credit classes for assertiveness training, women in transition — personal development, parent development, and women and law; maximize potential of women's centers for community women as well as for students, increase publicity, and develop annual or semi-annual conferences focusing on women's needs and concerns — including as resource people faculty, students, and community.

UNANIMOUS RESOLUTION

After the oral summary of the projects for the entire Charrette, a resolution was proposed from the floor, and after some discussion and amending, unanimously approved.

BE IT RESOLVED:

IT IS THE CONCENSUS OF THE CONFERENCE ON "MULTIPLE ROLES IN CONTEMPORARY SOCIETY," HELD IN PHOENIX, ARIZONA, FEBRUARY 26, 27, AND 28, 1975
THAT:

CHILD CARE CENTERS, SPECIAL SUPPORTIVE SERVICES AND SPECIAL CURRICULUM UNDER THE DIRECTION OF A CERTIFIED STAFF MEMBER, ARE NECESSARY COMPONENTS OF ANY PROGRAM DESIGNED TO MEET THE NEEDS OF WOMEN IN EDUCATION.

SUPERINTENDENT CAROLYN WARNER

The Charrette concluded with luncheon on the third day. Featured speaker Carolyn Warner, Arizona State Superintendent of Public Instruction, was introduced by Dr. John Prince, President of the Maricopa County Community College District.

Mrs. Warner also functions in "multiple roles." She is married and the mother of six children. She worked her way through high school and college, and produced and emceed her own radio and television shows on WKY, the NBC affiliate in Oklahoma City. She has served as secretary-treasurer and General Manager of Warner's — a cluster of businesses including Warner's Furniture and Interiors, Warner's Designs For Business, Warner's Designers' Imports, and Warner's Extraordinary.

Mrs. Carolyn Warner

In the election for Superintendent of Public Instruction, Mrs. Warner won over eleven other candidates. In the 1974 General Election she was elected by the largest plurality vote ever received in Arizona — exceeded only by that of Barry Goldwater.

Her philosophy as Arizona's educational leader is, "We must know about the contributions of the past; we must come to grips with the challenges of the present; and we must train our youth to deal with uncertainties of the future."

Mrs. Warner described some of her concerns in regard to the Charrette — identifying needs of potential students and the local community so that we may train for needs rather than the abstract, developing curriculum to meet actual student needs, achieving articulation among the various disciplines and between educational levels, providing alternative offerings and exchange between educational institutions and staff.

She said we must involve community representatives for a touch of realism, and maintain flexibility in a rapidly changing educational structure.

Superintendent Warner did not discuss financing because she has faith that "if there is a sufficient need and exploration and development of a well thought-out plan, coupled with determination and dedication to do what is right for all people — then support will be forthcoming."

She closed by thanking the Charrette participants for their work, for their long-range goals developed at the conference, and for "those plans you're taking back to put into operation now and for new possibilities you make available for people who want a chance to be what they're capable of being."

EVALUATION BY PARTICIPANTS

Format

All 50 of the Charrette participants who filled out evaluation sheets agreed that the conference format (participating rather than sitting and listening) helped them to develop programs for their colleges. Many stressed their feelings of accomplishment.

"It felt good to have the time to work and actually produce."

"What a relief to contribute and to interact."

"It was good to generate something to take back for a change."

"It was helpful to force us to focus our thoughts on something specific."

"Format exceedingly helpful — no 'make-work' assignments — one was eager to do the work — to be involved."

And "Very productive. Satisfying to go home with 'something in hand.' "

Time

Although approximately one-fifth of the Charrette members felt pressured by time, some noted that it was because they came to the conference without enough knowledge, experience or preparation. Some would have liked more time with consultants or in the library. Others had mixed feelings — saying they had enough time for short, but not long-range plans; that there was enough time for the program, but not for in-depth study; that it was a "good start;" and there was one wistful "Almost."

The majority felt that one of the values of the conference was having time allotted to concentrate on individual needs. Many praised the group leaders for being "efficient and sensitive to time."

Working In Groups

Overwhelming enthusiasm for working with other teams was reported.

"Exchange of ideas was important."

"Probably my greatest help."

"Should have more time for this."

"Always important to share information, ideas, and resources."

"Gave us perspective and stimulation."

Over and over again, members asked for more time to work, talk, discuss, and "rap" with other groups, stressing the importance of sharing ideas and information.

Speakers

The Charrette speakers were warmly received with comments such as:

"Really tuned in to pertinent facts and presented challenging ideas for thought."

"Excellent on-target speakers."

"Challenging and thought-provoking."

"Excellent right-on speakers."

And "Outstanding!"

Student Panel

Praise for the student panel as an effective device for describing educational needs was almost unanimous. Laudatory comments have been quoted earlier in this report, but additional comments best describe the feeling of the evaluators.

"They helped stimulate part of the formation of our program."

"An excellent idea and fine additional input."

"Extremely valuable, the 'mix' was representative."

And "The students are what it's all about after all."

Possibility For Program Implementation

Seventy-four per cent of the Charrette participants felt optimistic about the implementation of programs for their colleges. (Thirty-seven per cent said chances were "excellent" or "very good;" thirty-seven per cent said chances were "good.") Twenty per cent felt that "some" or "half" the program and plans would be implemented; and remainder felt possibilities for short-range programs were good, but chances for long-range plans were dubious.

Factors In Favor

The most frequently mentioned factors in favor of realization of Charrette developed programs were: support of the administration, enthusiasm of co-workers and staff, an already functioning beginning program or plans, and the recognition of need for the project.

Other plus factors listed included:

"Excellent resource persons in area."

"Capable director of research and development."

"Good communications."

"We have money, interest, and intent."

And "That two of us attended this conference instead of one!"

Blocking Factors

The most frequently mentioned factors which might block the Charrette developed programs were: lack of money, funding or budget; lack of administrative support; reluctance to change because of lack of interest or of understanding of need, and indifference.

At least two members listed "personality conflicts" or "personalities that clash and cannot agree" as a blocking factor. Lack of a director for the project was also noted more than once.

CONCLUSION

There is no doubt that the Charrette was a success. The purpose of the conference was to have each team prepare a short-range and a long-range program for its college. This was done with enthusiasm, increased awareness, and dedication.

Additionally, ninety per cent of the participants felt that their short-range programs would become a reality, and eighty per cent felt that there is a good chance for the eventual implementation of their long range goals — although perhaps, with modifications.

Almost wholly, suggestions or criticisms were concerned with more time needed for additions to the basic Charrette structure. Most frequently mentioned were optional workshops or discussion groups on special subjects such as child care, peer counseling, use of federal aid, community resources, re-entry, counseling, and leadership assertiveness in women.

The other area was more social time for informal discussions, visits to local restaurants, shops, and sight seeing attractions. Two or three participants complained that the Charrette site was too far from "everything."

In addition to successfully completing the goals of the Charrette, the participants noted other benefits. They also recorded their impressions.

"Believe this conference was one of the best I've ever attended — well designed, organized, realistic. The emphasis upon people and the way they were treated came through loud and clear, and participants then responded as they were treated."

"I really felt good about having a tangible proposal to take to my campus."

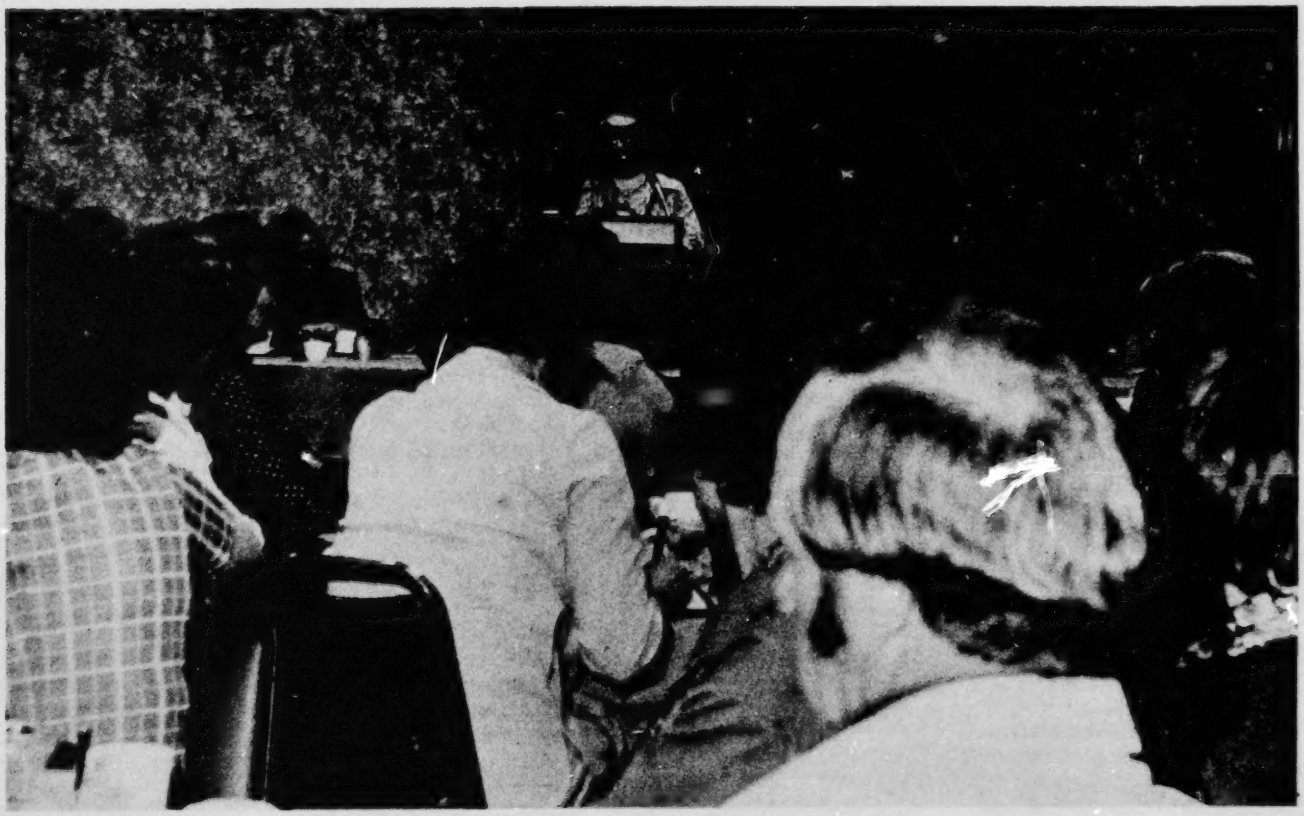
"As an 'old' conference goer, I feel qualified to make comparisons. This was an excellent conference — well planned and well executed! Thank you!"

"Participating will give me the ability to help those on my campus who have the responsibility for developing or implementing a program."

"This was an excellent conference. I have learned a lot and made contacts with people from whom I shall continue to obtain assistance."

"Much more productive than the usual type of conference."

"Format did much to keep participants together — very little evidence that the best meetings were in the bar."



Working session.

APPENDIX

CONFERENCE STAFF

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